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ABSTRACT

This report analyzes data from an April 2002 survey of Colorado adult and young adult (high school age or older) public library patrons. Findings indicated that: technology in public libraries spans all demographics and fulfills a highly demanded patron need; technology have-nots are not limited to the poor or under-educated; and library patrons are teaching themselves new technology skills, communicating on a global level, and accessing online information on a wide variety of topics. A question-by-question analysis presents results related to: (1) how many years the respondent has been using the Internet; (2) how often the Internet is used at each location; (3) whether the availability of computers is one of the reasons the respondent visited the library; (4) technology skills acquired through the library; (5) how technology skills are acquired at the library; (6) how often public library computers are used for Internet access; (7) outcomes for recent library computer use; and (8) whether needed information was found through the Internet. Cross tabulations by race/ethnicity, age, education, and income are provided. Appendices contain graphs of results, a list of libraries surveyed, and a copy of the questionnaire. (MES)

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Colorado Public Libraries & the "Digital Divide" 2002

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Library Research Service
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Colorado Department of Education

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Executive Summary

Public libraries in Colorado are bridging the technology gap that is symptomatic of the "digital divide." The availability of technology in public libraries fulfills a highly demanded patron need spanning all demographic groups. "The rate of growth of Internet use in the United States is currently two million new Internet users per month.... Internet use is increasing for people regardless of income, education, age, races, ethnicity or gender."[1] The technology *have-nots* are not just the poor and under-educated. People from all walks-of-life rely on the Internet access provided by public libraries. This survey shows that library patrons are teaching themselves new technology skills, communicating on a global level, and accessing online information regarding education, health, employment and volunteer opportunities. As a result, they are able to improve their personal quality of life and that of their communities.

Technology in public libraries spans all demographics and fulfills a highly demanded patron need.

Of all respondents:

- **82 %** indicated that the availability of computers in the library was one of the reasons for visiting the library that day.
- **67 %** have no other access to the Internet except through public Internet computers.
- **60%** of those under age 18 use public Internet computers to work on school assignments.
- **44%** use the public Internet computers for Internet access more than once a week.
- **23 %** of the people indicating the use of the public Internet computers more than once a week were below poverty level.
- **44%** of those who use library computers more than once a week, have a bachelor's degree or higher.

Technology *have-nots* are not limited to the poor or under-educated.

Of all respondents:

- Men (**52%**) only slightly outnumber women (**47%**) in their use of public library Internet access.
- **67%** indicated college level course work and higher.
- **48%** of those who rely on Internet access through the public library were between 30 and 54 years of age.
- **71%** of the survey participants indicated no minor children living at home.

[1] U.S. Department of Commerce. (2002) A Nation Online: how Americans are expanding their use of the Internet. Washington, D.C. page 1, executive summary.

Library patrons are teaching themselves new technology skills, communicating on a global level, and accessing online information on a wide variety of topics. With access to online information about education, health, employment and volunteer opportunities, they are improving their quality of life and that of their communities.

Of all respondents:

- **70%** identified searching for topic-specific information as their primary activity at public Internet computers.
- **36%** have used public Internet computers to look for a job.
- Patrons who improved their income via public Internet computers were twice as likely to be young adults between the ages of 18 and 29, the majority of whom made below $18,000 annually and were predominantly male.
- **38%** of those working on college assignments were minorities; of those people, **21%** were Hispanic.
- **54%** of those seeking educational opportunities using public Internet computers were female.
- Colorado's youth were twice as likely as any other age group to use public Internet access to find volunteer opportunities. Example: **13%** of those people under 18 versus **6%** of patrons ages 30 –54 and **4%** of patrons 55 and older.
- **19%** of respondents spent time seeking health related information on public Internet computers.
- **61%** seeking health-related information were female.

Introduction

This report provides insights into how Coloradans are aided by public libraries in using information technology and how their lives are changed by access to online information. The findings are based on a sample survey of over 1,900 patrons of public libraries throughout the state. The data in this study provide a broad view of public library Internet use in Colorado both overall and for selected demographic groups.

Data on this topic is a valuable tool for public policy-makers. The Internet is becoming a primary—in some cases, the only--access point to a wide variety of government services, educational materials, health resources, communication tools and commercial activities. As more and more information becomes available only online, public Internet access becomes ever more important to ensure equal access to information for all segments of society. Outcome data helps to determine who relies on such access and how it impacts the lives of individual Coloradans as well as their communities.

This information should be useful to a wide variety of policymakers and service providers acting in the public interest. These data show that the state's public libraries have an impact on the community and provide a needed service. This service ensures equal access for all Coloradans to the advantages and opportunities available via the Internet.

Methodology

This report analyzes data from an April 2002 survey of public library patrons conducted by the Library Research Service, a unit of the Colorado State Library and the Colorado Department of Education operated in partnership with the Library and Information Services Program of the University of Denver's College of Education. Due to extra responses beyond targeted figures, the survey's response rate exceeded 100 percent. The results were weighted to take this into account.

The survey design included outcome-based questions in order to understand the impact of Internet access provided by public libraries. Questions addressed: patron's Internet experience, points of access, newly acquired skills, styles of learning, frequency of use, online activities and overall effectiveness.

Each public library received a number of survey forms based on the size of its legal service area population. Libraries serving 10,000 or more people were sent 75 surveys with a target of 25 returns. Libraries serving populations less than 10,000 were sent 30 surveys with a target of 10 returns. The following table reports the number of completed surveys returned by libraries serving different size populations as well as the sub-totals of the state's legal service area population those returns were weighted to represent:

Public Library Universe and Survey Sample by Population of Legal Service Area

Libraries by population of legal service area	Sample Return	Sub-total of population of legal service areas
100,000 or more	555	3,073,146
25,000-99,999	466	547,084
10,000-24,999	395	335,229
5,000-9,999	103	86,637
2,500-4,999	185	81,724
1,000-2,499	173	31,062
Less than 1,000	39	7,400
Total	**1,916**	**4,162,282**

The survey was handed out by library staff to adults and young adults (high school age or older.) The participating libraries were instructed to distribute the survey throughout the library covering all service areas. The surveys were to be handed out on two different days divided evenly between morning, afternoon and evening patrons. Survey responses were cross-tabulated by income, sex, age, race, and education level.

Overview

Social factors such as income, education and race/ethnicity foster the "digital divide." The relationship between Internet access and these factors has been documented in *Falling Through the Net* [2] a series of studies from the National Telecommunications and Information Administration. The people most likely to be excluded from electronic access are people making less than $20,000 per year, Blacks and Hispanics, the unemployed, the elderly, people with disabilities and people in rural communities.

Surveys done since 1998 conclude that libraries have been able to increase online access to multimedia information through discounted telecommunications rates (i.e., E-rates), Library Services and Technology Act grants, Gates Library Foundation awards, and local resources. Libraries have been able to upgrade their infrastructures and expand their network services throughout urban and rural areas. Public Internet access expands the types of services and collections available from libraries in smaller, poorer, and more isolated areas. It also encourages partnerships between those libraries and other cultural institutions and technology organizations. All of these forces working together bridge the digital divide.

Findings of this survey are consistent with those of previous federal studies. The Colorado study shows that the digital divide affects all income, education, age and racial/ethnic groups. The first part of this report examines the responses to each question and highlights the significant findings. The second section looks at the cross tabulation of race / ethnicity, age, education, and Internet use for respondents below poverty[3] level. The survey questionnaire is appended along with a list of all participating libraries.

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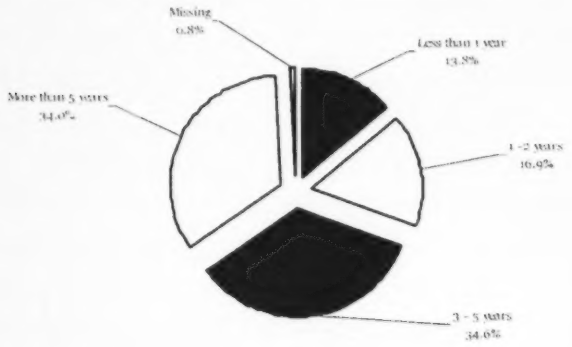
[2] http://www.ntia.doc.gov/

[3] Census Bureau Poverty Guidelines. Family of 2 - $11,940; Family of 4 – 18,100 http://aspe.hhs.gov/poverty/02poverty.htm

1) How many years have you been using the Internet?

Figure 1.1 - Years of Internet Use - Overall



- **34.8%** of library patrons indicated **3 –5 years** of Internet use. (See Figure 1.1)

Significant demographic factors found in response to years of Internet use were...

Age:

- Patrons indicating **more than 5 years** of Internet use were predominantly **between 18 and 29 years old**.

Race /Ethnicity:

- Out of all respondents, Black and Hispanic had less experience with the Internet. **20%** of Black people indicated less than one year of use and **44%** of Hispanic people, less than two years.

Education:

- Patrons **with more than five years of Internet experience** were more likely to be college graduates. **47%** of all respondents using the Internet more than five years **had a Bachelors degree** compared to **19%** of those people **without high school diplomas**

Income and **gender** were not found to significantly affect years of Internet use.

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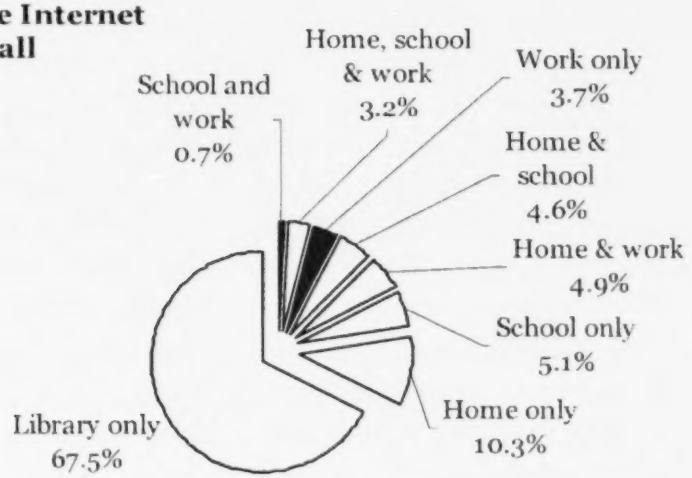
2) Please rank the following locations based on how often you use the Internet at each location.

Figure 1.2
Access to the Internet
Overall



- **67.5%** of the survey respondents indicated that the library was the only place used to access the Internet. (See Figure 1.2)

Significant demographic factors found in response to Internet access through public libraries compared to other possible locations were...

Age:

- Public libraries provide the only access to the Internet for a substantial portion of every age group. **48%** of those **under 18**, **66%** of those **between 18 – 54**, and **85.2%** of those **over 55** rely on public library for Internet access.

Education:

- **25%** of library patrons relying on public libraries for access to the Internet have a **Bachelors degree or higher.**

Race, income and **gender** were not found to significantly affect the dependency on library access to the Internet.

3) Is the availability of computers in the library one of the reasons you visited the library today?

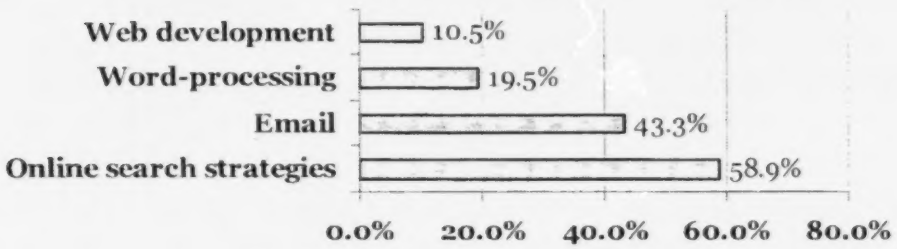
- **82%** of all respondents said **yes**.

Income level was the only demographic that influenced this response, **25%** of people who said yes were **below poverty level**.

There were no significant demographic factors found to influence reasons for visiting the library in **age**, **race**, **education** or **gender**.

4) Which of the following technology skills have you acquired via the library?

Figure 1.3 - Developing New Technology Skills Overall



- **59%** of all respondents **improved their search strategies.** (See Figure 1.3)
- **43%** of all respondents **improved their email skills.** (See Figure 1.3)

Significant demographic factors found to influence types of technology skills learned through public libraries were...

Age:

- **26%** of respondents **under the age of 18** were **improving word processing skills** via the library.
- **22%** of respondents **under the age of 18** used public Internet computers to **work on web development skills, twice as much** as any other age group.

Race:

- **Two-thirds** of all minority respondents **improved search strategies.**
- **51%** of Hispanic respondents **improved email skills.**
- **33%** of Black respondents **improved word processing skills, twice the amount** of white respondents.
- **21%** of Black respondents used public access computers to **improve web development skills**, nearly three-times more than white respondents.

Education:

- People with a **Bachelors degree or higher** were the **least likely** to improve or acquire new search, email, word processing, or web-development skills through the library.

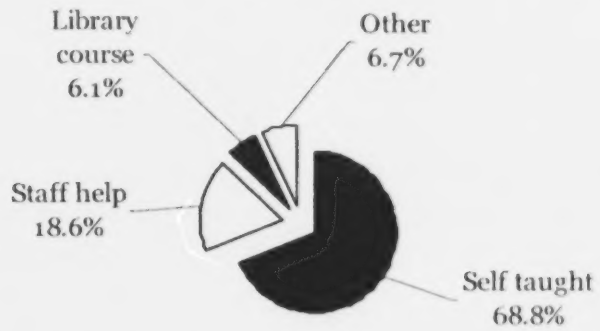
Income:

- **48%** of those people **improving email skills** were **below poverty level**.
- **27%** of respondents **below poverty level** improved **word processing** skills at the library compared to **13%** of those respondents making **over $50,000**.

Gender had no significant impact on the types of new technology skills learned at public library computers.

5) How did you acquire the skills marked in the previous question?

Figure 1.4 - How Library Patrons Learn New Skills Overall



- Overall, **68%** of the library patrons **acquire new technology skills** through **self-teaching** at public access computers. (See Figure 1.4)
- **Staff assistance** is used to learn new skills nearly **20%** of the time. (See Figure 1.4)

Significant demographic factors found to influence how people learn new technology skills at the library were...

Age:

- People age **55 and older** are **3 times as likely** as younger patrons **to learn** new technology skills **through a library course**.
- People **over 55** are **twice as likely** to learn new technology skills with **staff assistance than any other age group.**

Race:

- **17% of Asian Pacific Islanders** utilized **library courses** to acquire new skills **2 – 3 times more** often **than any other group.**

Education:

- Across all education levels, patrons are **3 to 4 times more likely to teach themselves** how to use the Internet than to ask library staff for help or sign up for a library course.

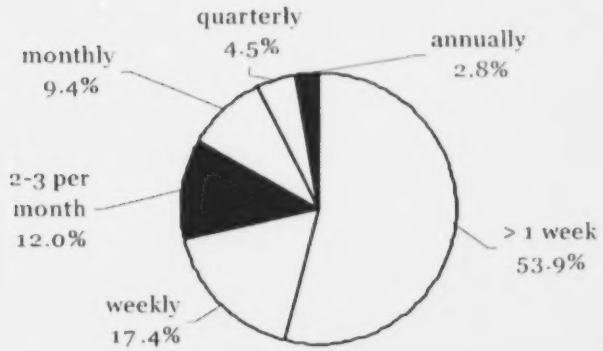
Income:

- **20%** of respondents **learning new skills through a library course** are **below poverty level**.

Gender had no significant impact on how new technology skills were learned at public libraries.

6) How often do you use public Internet computers for Internet access?

Figure 1.5 - Frequency of Library Computer Use Overall



- **Over half** of all respondents use public Internet computers **more than once a week.** (See Figure 1.5)

Significant demographic factors found to influence how people learn new technology skills at the library were...

Age:

- As age increases frequency of use increases. **47%** of those respondents **over 30** use public library computers **more than once a week**, **41%** of people **18 –29** and **35 %** for people **18 and under**.

Education:

- **44%** of the respondents using the public Internet computers more than once a week, have a **bachelor's degree or higher.**

Income:

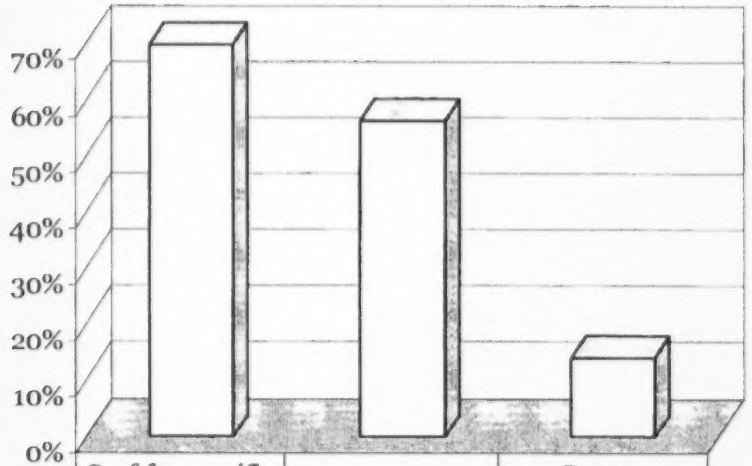
- **40%** of the respondents **below poverty level** use public terminal s to access the Internet **more than once a week**.

Race and **gender** had no significant impact on how often public library terminals were used

7) As a result of my recent use of the library I was able to...

- **69%** - Look for information on a specific topic
- **56%** - E-mail
- **46%** - Surf the web
- **38%** - Stay in touch with someone
- **36%** - Look for a job
- **20%** –Seek educational opportunities
- **19%** - Find health related information for self, friend, or relative

Figure 1.6 - General Information Survey Results



	Surf for specific Information	Personal E-mail	Post to Newsgroups
General Information	69.8%	56.2%	14.0%

- Searching for topic-specific information was the most common activity at public Internet computers. (See Figure 1.6)

- Posting to newsgroups, bulletin boards and electronic lists was the least common general information activity. **Only 14% of overall** respondents reported it. (See Figure 1.6)

8) Were you able to locate the information you were seeking online?

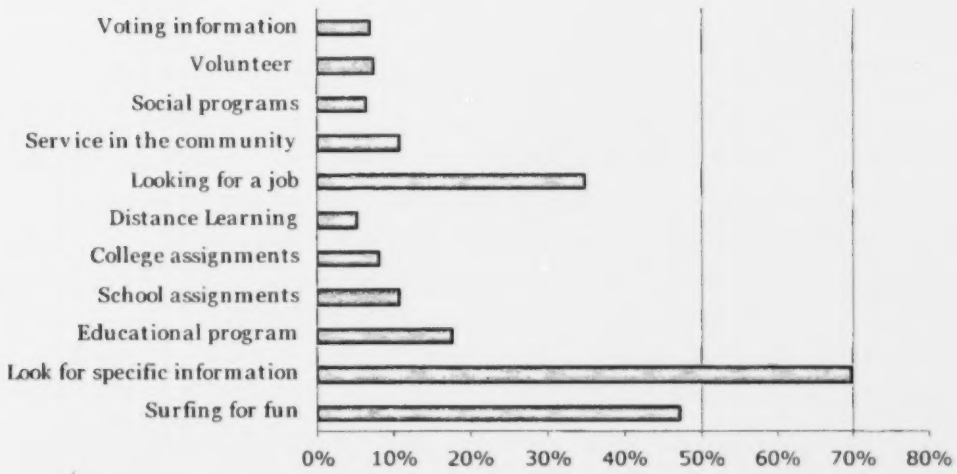
82% of all respondents indicated that they were successful in locating needed information online.

Race / Ethnicity

Race / ethnicity, age, education and income are inter-related factors that influence how the Internet is used in public libraries. Gender differences are minimal and will be excluded from this report since they add little to the over all picture. A single demographic factor cannot account for variations in the activities addressed here. Each factor changes the user need, the level of use, and the impact this service has on Colorado communities. Examining Internet use according to race and ethnic background helps to portray the needs and uses of different cultural communities. This report will look at the three largest respondent communities, White, Hispanic, and Black.

Internet activities for White respondents (66.7% of overall participants)

Figure 2.1 - White Respondents - Internet Activities

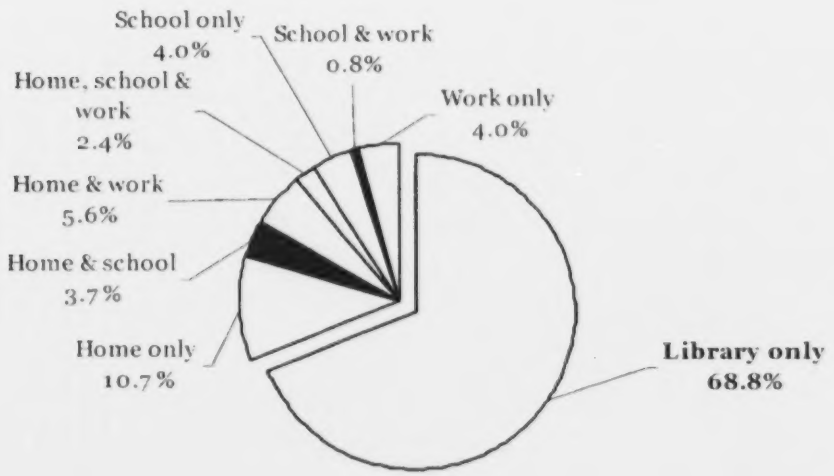


Of White respondents:

- **69%** search the web for specific information
- **47%** surf the web for fun
- **35%** look for employment
- **18%** look for educational programs
- **11%** look for services in the community
- **11%** work on or complete a school assignment
- **8%** work on or complete a college assignment
- **7%** find volunteer opportunities
- **7%** locate information about candidates and issues for voting
- **6%** look for information on social programs
- **5%** participate in distance learning

83% of White respondents indicated that the computers were one of the reasons for visiting the library that day. **58%** were able to learn or improve Internet **search strategies** at public computers. **19%** learned new technology skill through **staff assistance.**

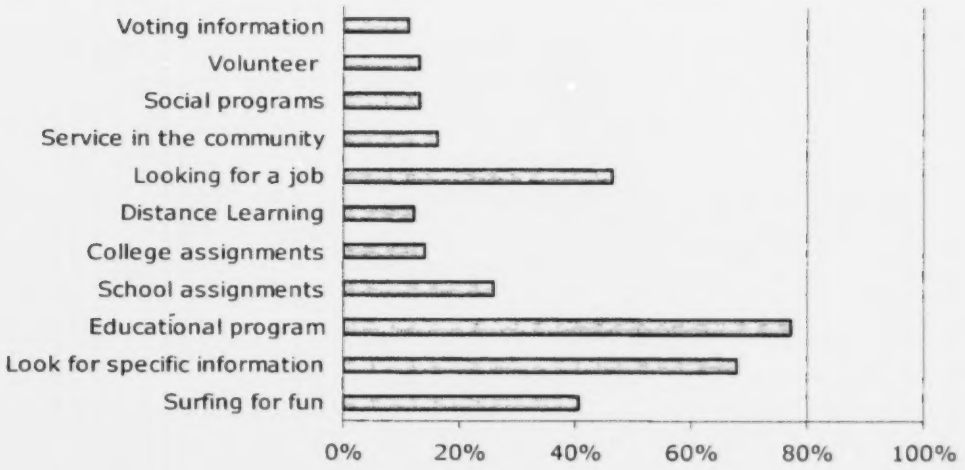
Figure 2.2 - White Respondents Internet Access



Over two-thirds of White respondents indicated the public library was their **only source for Internet access,** more than any other racial / ethnic group. (See Figure 2.2)

Internet activities for Hispanic respondents (14.5% of all respondents)

Figure 2.3 - Hispanic Respondents - Internet Activities

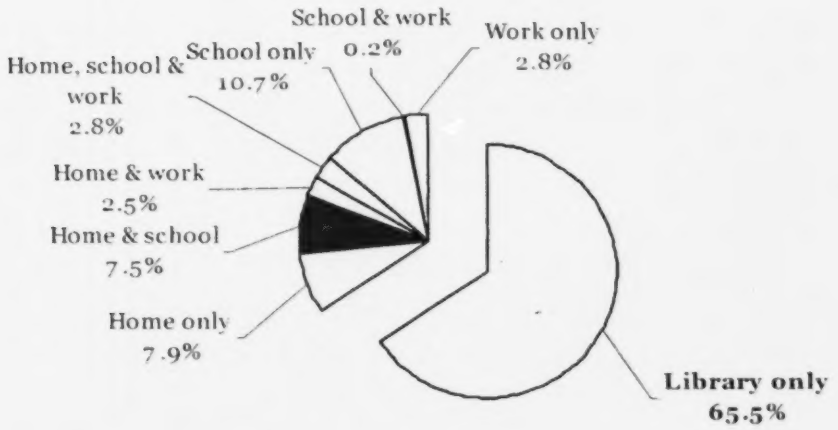


Of Hispanic respondents:

- **68%** search the web for specific information
- **59%** surf the web for fun
- **46%** looking for employment
- **26%** work on or complete a school assignment
- **23%** look for educational programs
- **16%** look for services in the community
- **14%** work on or complete a college assignment
- **13%** look for information on social programs
- **12%** participate in distance learning
- **11%** locate information about candidates and issues for voting
- **11%** find volunteer opportunities

80% of Hispanic respondents indicated that the computers were one of the reasons for visiting the library that day. **65%** improved **search strategies**, **51%** improved or learned **email skills**, and **26%** worked on **word processing** skills, at public library computers. Only **13%** learned new skills through **staff assistance** and **5%** through **library courses**. This might indicate a patron need for bi-lingual assistance in technology areas.

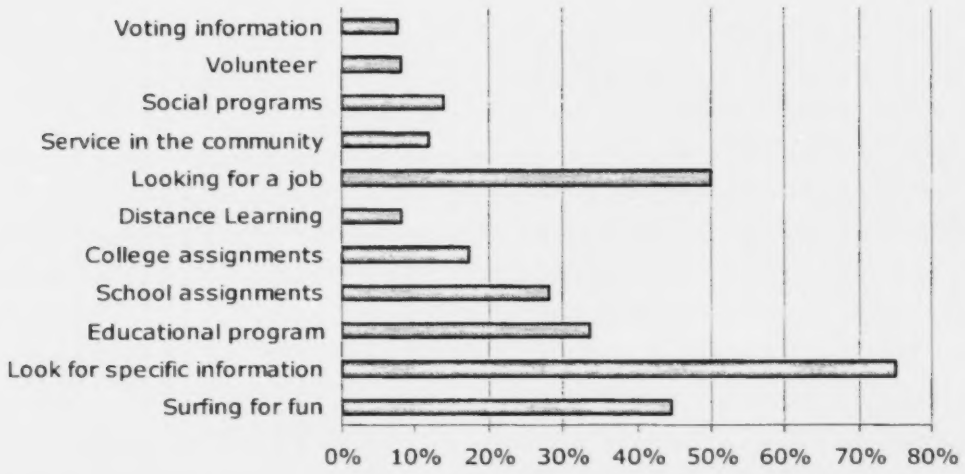
Figure 2.4 - Hispanic Respondents Internet Access



Nearly two-thirds of Hispanic respondents indicated the public library was their **only source for Internet access**. (See Figure 2.4)

Internet activities for Black respondents (4.3% of all respondents)

Figure 2.5 - Black Respondents - Internet Activities

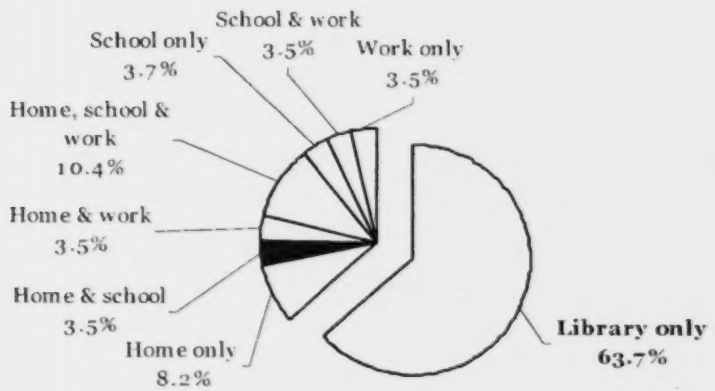


Of Black respondents:

- **75%** search the web for specific information
- **50%** look for employment
- **44%** surf the web for fun
- **33%** look for educational programs
- **29%** work on or complete a school assignment
- **17%** work on or complete a college assignment
- **14%** look for information on social programs
- **12%** look for services in the community
- **8%** participate in distance learning
- **8%** find volunteer opportunities
- **8%** locating information about candidates and issues for voting

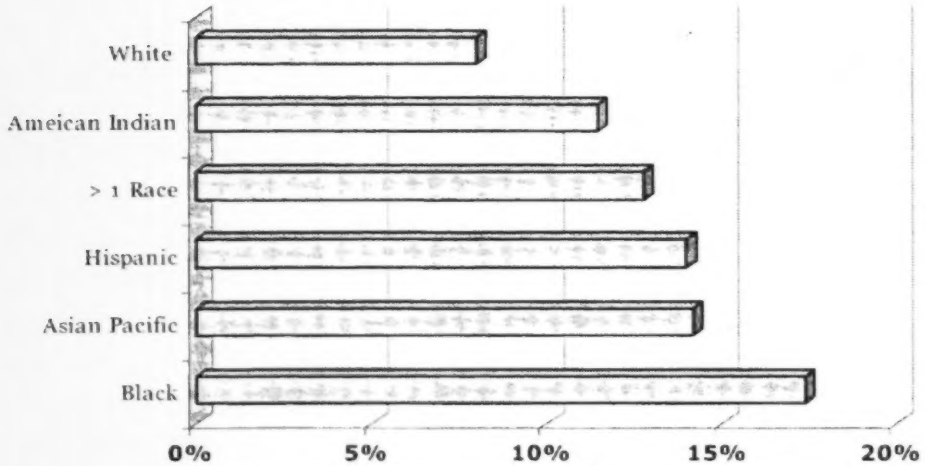
75% of Black respondents indicated that the computers were one of the **reasons for visiting the library that day**. **67%** were able to improve **search strategies**. **33%** improved **word processing** skills. **29%** worked on **email**. **21%** improved or learned **web development** at public library computers. **19%** learned these new technology skills **through staff assistance**.

Figure 2.6 - Black Respondents Internet access



Nearly two-thirds of Black respondents indicated the public library was their only source for Internet access. (See Figure 2.6)

Figure 2.7 - Working on college assignments by race



	Black	Asian Pacific	Hispanic	> 1 Race	Ameican Indian	White
Percentage of race	17.4%	14.2%	14.0%	12.8%	11.5%	8.0%

- **38%** of all respondents working on **college assignments** were minorities.
- **17%** of **Black respondents** use public Internet computers to **complete college assignments**, twice as much as white respondents. (See Figure 2.7)

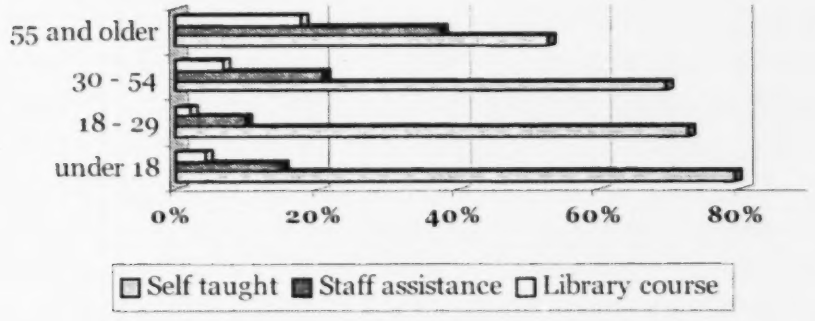
For charts of all Internet activities by activity type and race / ethnicity refer to **Appendix A**.

Age

Age affects how long you have been using the Internet, how often and for what purpose.

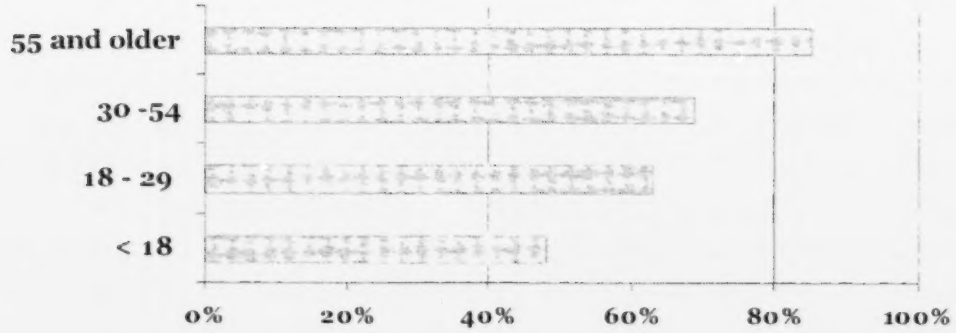
- **42%** of patrons **18 to 29** years old indicated **more than 5 years of Internet use.** Only **22%** of those **under 18** and **27%** of those **55 and older** indicated the same level of experience.
- As age increases frequency of use increases. **47%** of respondents **over the age of 30** use public library computers **more than once a week** compared with **42%** of respondents **18 –29,** and **36%** of those **under 18.**

Figure 3.1 - How New Skills are Learned by Age



- People **over 55 are 3 times more likely** to learn new skills through **library courses** and **twice as likely** to use **staff assistance** than any other age group. (See Figure 3.1)
- **60%** of respondents **under the age of 18** use public Internet computers to work on **school assignments.**
- **10%** of respondents **over 55** used the Internet to improve their health compared with **4% of people** ages **18 to 29** and **5%** for those **under 18.**
- Respondents **under the age of eighteen** are **twice as likely to listen to music** online. Example: **22%** of people **under 18** listen to music at library terminal versus **10%** of people between **18 and 29**

Figure 3.2 - Library Access by Age

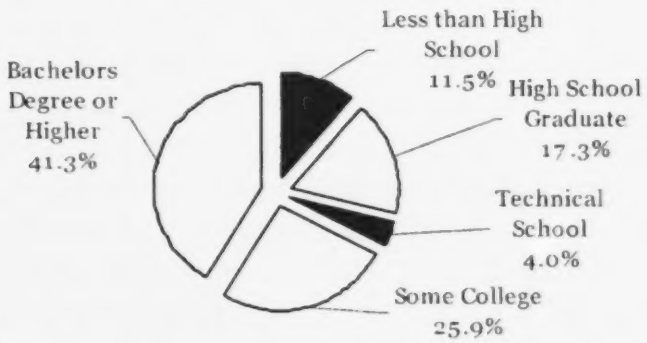


As mentioned earlier public libraries provide the only Internet access for a substantial portion of every age group. (See Figure 3.2) Older patrons with less computer experience rely on Internet access through public libraries, staff assistance and library courses more than any other group. This might suggest that people over 55, use public library technology more than any other age group because of the help available.

Education

Educational level impacts how long people have been using the Internet and the activities that they engage in at public library terminals.

Figure 4.1 - Educational Levels Overall

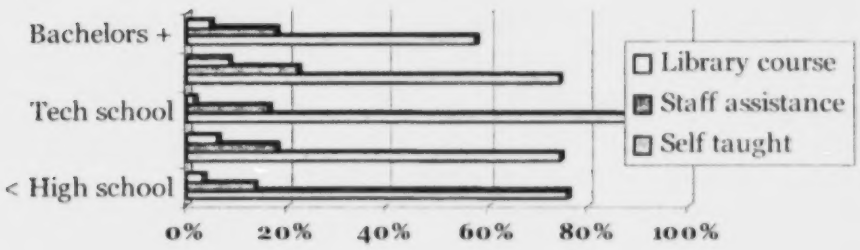


Of overall respondents

- **41%** have a **bachelors degree or higher**
- **26%** indicate **some college**
- **4%** have **attended a tech school**
- **17%** are **high school graduates**
- **11%** have **less than high school education**

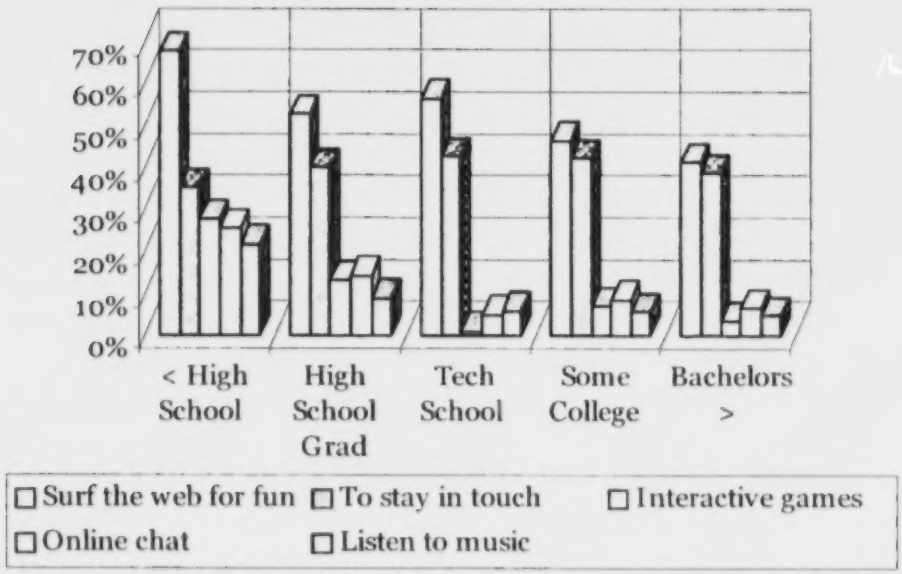
- **47%** of all respondents with a **bachelors degree or higher** have been using the Internet **more than 5 years. 19%** of people **without a high school diploma, 25% of high school graduates**, and **33%** of respondents indicating **some college had comparable levels of experience.**

Figure 4.2 - How New Skills are Learned by Education



- As educational attainment increases, patrons are more likely to ask staff for help or sign up for a library course. (See Figure 4.2)
- **76%** of people **without high school diplomas** are **self-taught** new technology skills compared to **58%** of those with **bachelors degree or higher.** (See Figure 4.2)

Figure 4.3 - Recreational Use by Education



Higher education affects what library patrons do with Internet time. **68%** of people **without high school diplomas surf for fun**, while only **41%** of people with **bachelor's degree or higher do so**. **Online chat** at public Internet computers is **three times more likely** for people who **didn't go to college**. Interactive gaming and streaming music also declines when education increases. (See Figure 4.3)

- **41%** of those **looking for a job** via public Internet computers have a **bachelor's degree or higher.**
- **46%** of people using public Internet computers to **locate services within the community** had a **bachelor's degree or higher**.

Indicating that increased education can lead to more focused use of the Internet at public library computers.

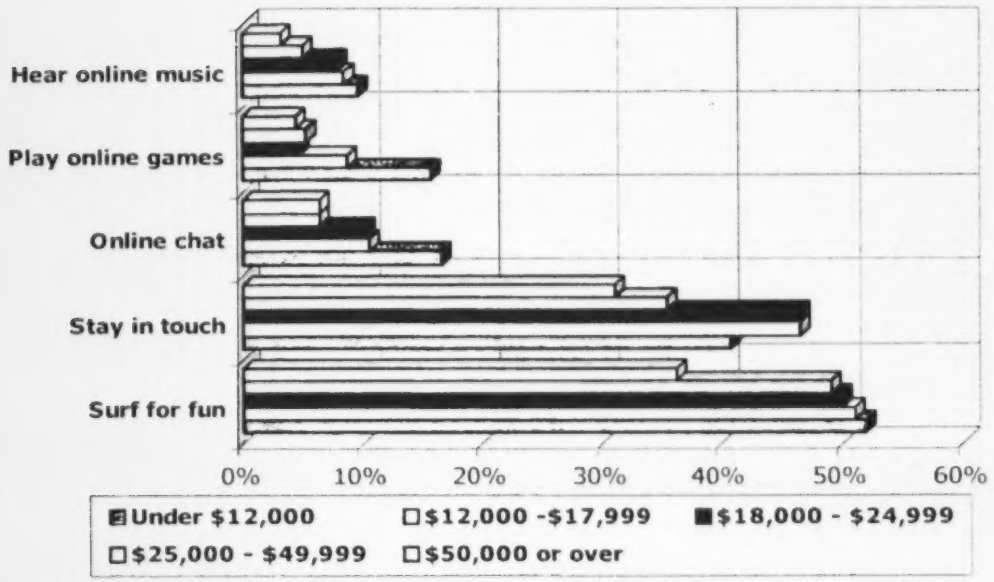
Income

Descriptive statistics do not suffice to explain completely why one group of individuals has higher or lower rates of computer use and Internet use. Two things that appear to influence Internet activity are income and level of education. *A Nation Online: How Americans Are Expanding Their Use of the Internet*, reports that education and income have independent effects on Internet use. "People who have lower education but live in households with high family incomes are less likely to be Internet users than those who have high levels of education and live in households with low family income."[4] One out of four Colorado respondents was below poverty level. Costs of hardware, software licensing, and network capabilities are still very high and one of the obvious elements of digital exclusion. Responding to this need is one of the most important aspects of digital inclusion.

- **53%** of respondents making **less than $12,000** annually **improved e-mail** skills through library access.
- Most recreational Internet use at public Internet computers is directly affected by income and education. Once **income exceeds $25,000**, most **recreational uses** of the Internet **decline markedly**. (See Figure 5.1)

[4] National Telecommunications and Information Administration and Economics and Statistics Administration. (2001) A Nation Online: How Americans are expanding their use of the Internet. Washington, D.C.

Figure 5.1 Recreational use by income level



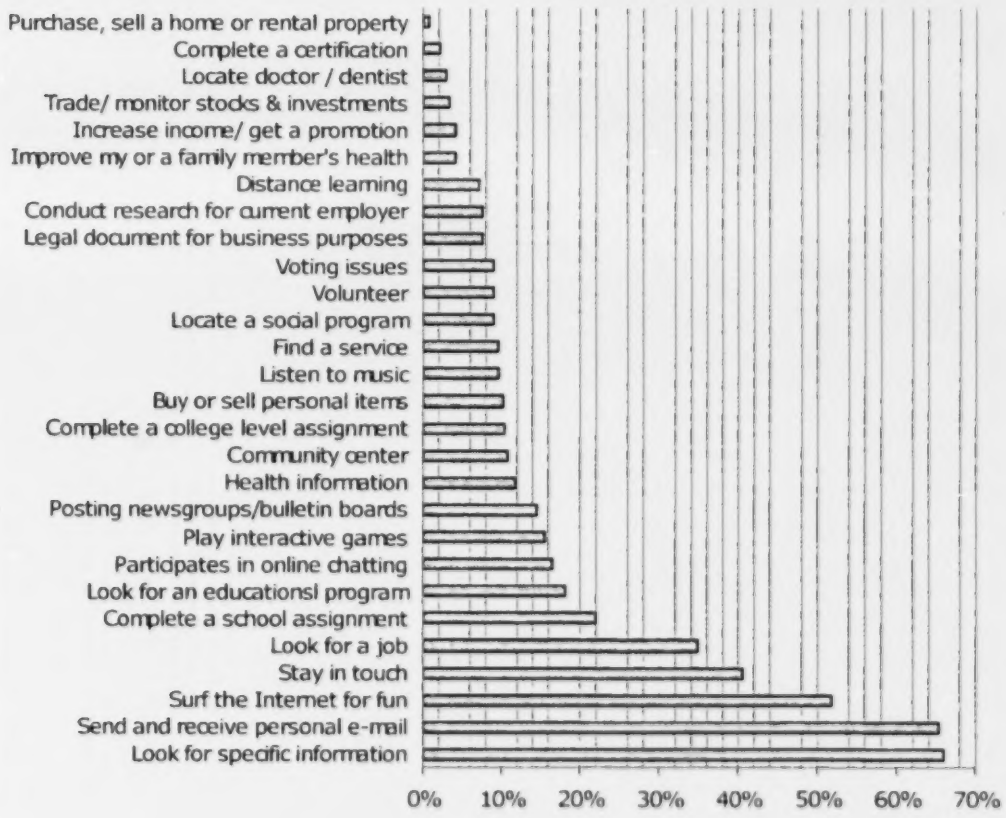
Poor respondents use the **Internet for recreation** more than any other group. **52% surf the web for fun. 16% participate in online chat, 15% play interactive games,** and **10% listen to music**. (See Figure 5.1)

- **33%** of respondents using public Internet computers to **stay in touch** with someone was **below poverty level**.
- **65% of poor** respondents use public Internet computers to **send and receive e-mail**, more than any other income group. This would indicate that e-mail is a growing form of communication for people with lower incomes.
- **22%** of poor respondents used the public Internet computers to **complete a school assignment.**
- **44%** of respondents **looking for educational programs** on public library computers have annual **incomes less than $19,000.**
- **29%** of respondents using public library terminals **for distance education** were **below poverty level.**

- **35%** of people **looking for a job** were **below poverty level**.
- **19%** people **looking for community services** were **below poverty level.**
- **27%** people **looking for volunteer opportunities** were **below poverty level**.
- **28%** of those seeking **information on social programs** were **below poverty level.**

Poor people in Colorado are taking advantage of the resources offered online however, like most people using public Internet access they are unlikely to ask for staff assistance or enroll in a library course. The majority of poor respondents use the Internet to look for information, surf for fun, as a means of communication, and to look for employment. (See Figure 5.2) Well-trained and knowledgeable library staff regarding current online resources for, economic, and social improvement will help to maximize the usefulness of public Internet computers.

Figure 5.2 - Internet use for respondents below poverty level



Conclusion

Computers and the Internet are vital parts of everyday life. They provide a doorway to information on a global level and expand the reach of every community. Ensuring each community member access to electronic resources and developing the technical skills to participate in the global economy are important contributions of public libraries to their communities and to the state.

Colorado public libraries provide 2,297 computers for public use, of which 1,492 provide Internet access, costing $2,576,885 annually. Internet access through public libraries is an active step in bridging the "Digital Divide." Community members who would otherwise continue to lag behind are taking advantage of this public resource. More than two-thirds of the library patrons polled have no other access to the Internet except through public Internet computers. Coloradans from all demographics rely on Internet access at public libraries. They are learning new technology skills from library staff members and library courses as well as teaching themselves and learning from friends and family.

As education and income rise, use of the Internet also rises, leading to increased access to global information. Properly trained library staff will increase awareness to valuable online resources and help the technologically disadvantaged form new skills that can be used daily in an information age. By providing public access to the Internet, Colorado public libraries are fulfilling a mission to "Give instruction unto those who cannot procure it for themselves." (*Confucius)*

Figure 6.1 - Recreational activities

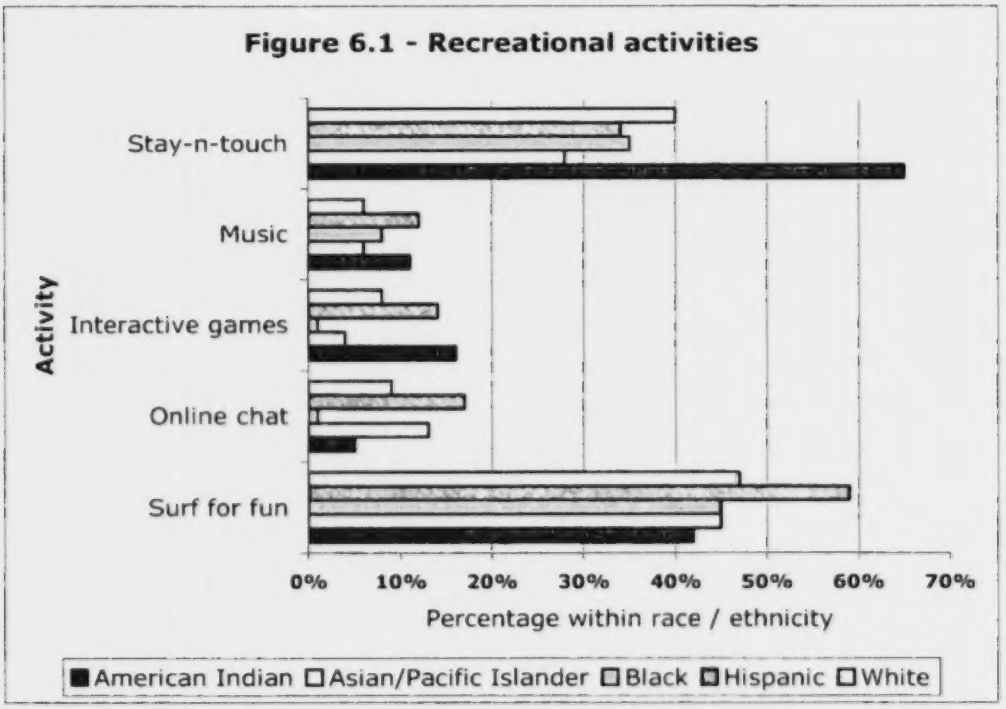


Figure 6.2 - General Information

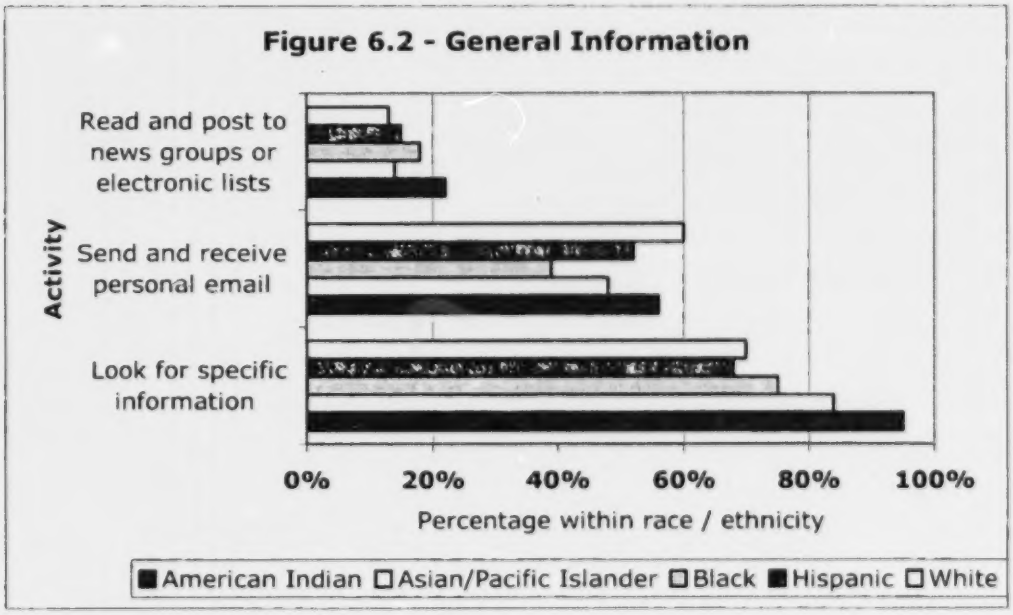


Figure 6.3 - Education

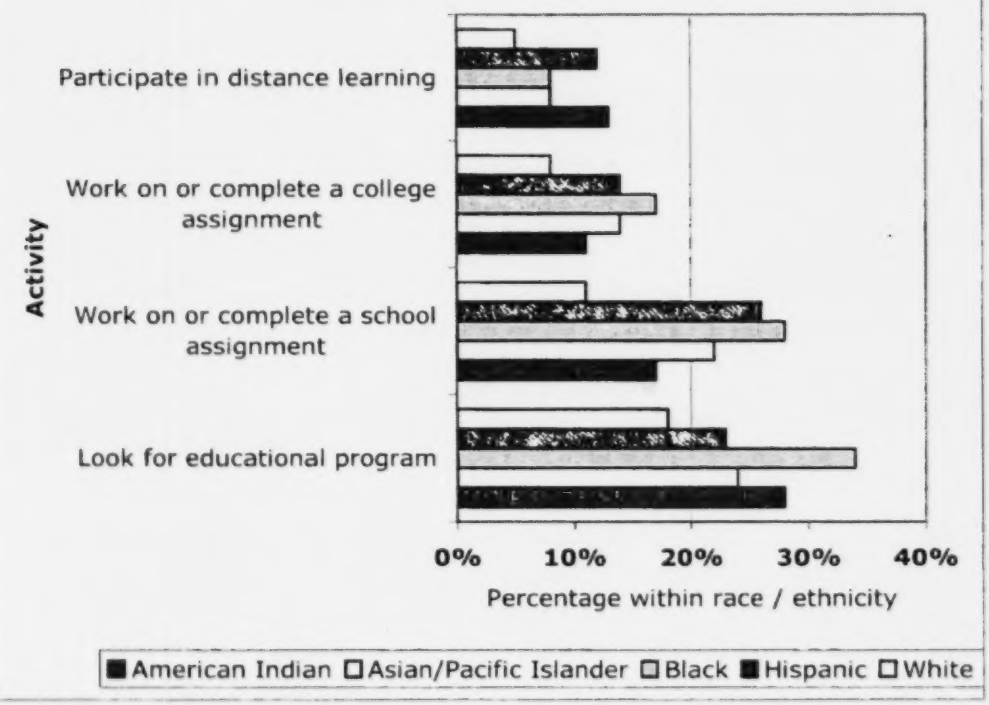


Figure 6.4 - Business / Career

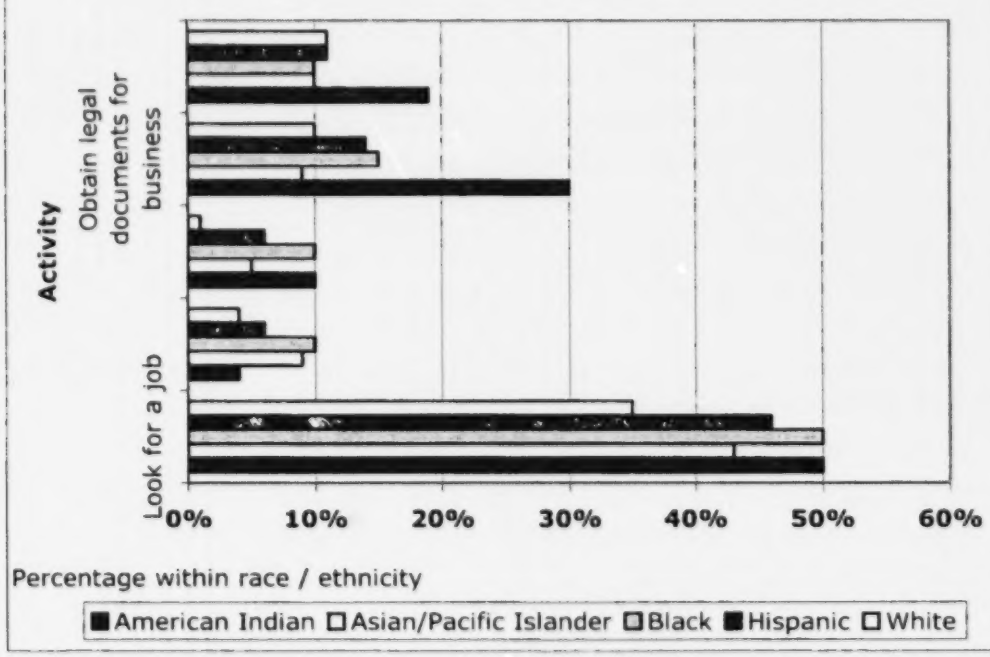


Figure 6.5 - Consumer / Personal Finance

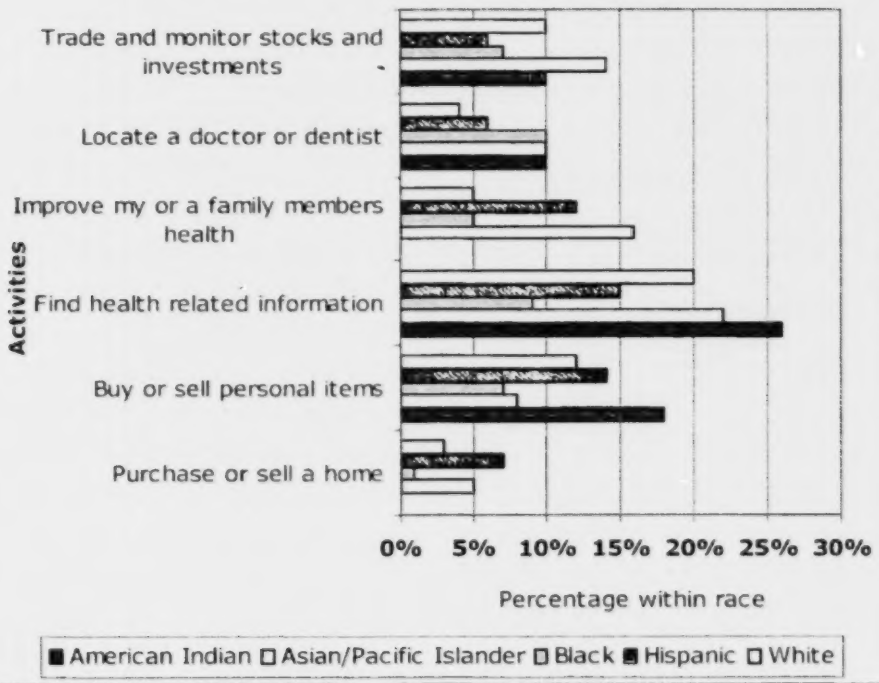
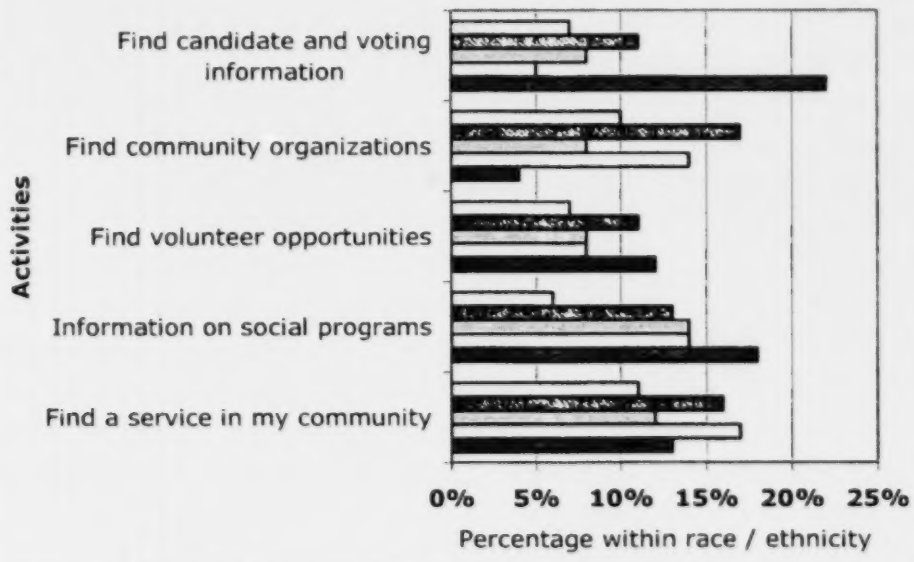


Figure 6.6 - Community



Public Libraries Surveyed

Library	City	Population	Sent	Target	Returned
Adams County Library System	Thornton	247,290	75	25	52
Aguilar Public Library	Aguilar	593	30	10	
Akron Public Library	Akron	1,711	30	10	
Alamosa/Southern Peaks Public Library	Alamosa	14,966	75	25	28
Arapahoe Library District	Littleton	180,741	75	25	46
Aurora Public Library	Aurora	276,393	75	25	55
Baca County Public Library	Springfield	4,517	30	10	12
Basalt Regional Library District	Basalt	24,040	75	25	24
Bent County Library District/Las Animas	Las Animas	4,961	30	10	
Berthoud Public Library	Berthoud	4,839	30	10	10
Boulder Public Library	Boulder	94,673	75	25	51
Broomfield/Eisenhower Public Library	Broomfield	38,272	75	25	15
Burlington Public Library	Burlington	3,678	30	10	
Canon City Public Library	Canon City	15,431	75	25	53
Clear Creek Library District	Georgetown	9,322	30	10	
Conejos County Public Library	La Jara	8,400	30	10	12
Cortez Public Library	Cortez	7,977	30	10	17
Costilla County Public Library	San Luis	3,663	30	10	
Cotopaxi School/Community Library	Cotopaxi	2,045	30	10	
Craig-Moffat County Library	Craig	13,184	75	25	11
Dacono Public Library	Dacono	3,015	30	10	
Delta County Public Library District	Delta	27,934	75	25	
Denver Public Library	Denver	554,636	75	25	22
Dolores County School/Public Library/Dove Creek	Dove Creek	1,844	30	10	16
Dolores Library District/Montezuma County	Dolores	2,488	30	10	

Douglas Public Library District	Castle Rock	175,766	75	25	50
Durango Public Library	Durango	35,130	75	25	
Eagle Valley Library District	Eagle	33,080	75	25	
East Cheyenne County Library District	Cheyenne Wells	1,541	30	10	9
East Morgan County Library District/Brush	Brush	7,652	30	10	18
East Routt Library District	Steamboat Springs	14,345	75	25	33
Elbert County Library	Kiowa	19,872	75	25	
Englewood Public Library	Englewood	31,727	75	25	61
Estes Valley Public Library District	Estes Park	13,010	75	25	
Flagler Community Library	Flagler	,612	30	10	
Fleming Community Library	Fleming	1,042	30	10	16
Florence Public Library	Florence	3,653	30	10	9
Fort Collins Public Library	Fort Collins	118,652	75	25	67
Fort Morgan Public Library	Fort Morgan	11,034	75	25	15
Fowler Public Library	Fowler	1,206	30	10	
Garfield County Public Library System	New Castle	43,791	75	25	69
Gilpin County Library District	Black Hawk	4,757	30	10	15
Grand County Library District	Granby	12,442	75	25	4
Gunnison County Public Library	Gunnison	13,956	75	25	15
Haxtun Public Library	Haxtun	982	30	10	2
Hinsdale Library District/Lake City	Lake City	790	30	10	
Holly Public Library	Holly	1,048	30	10	
Holyoke/Heginbotham Library	Holyoke	2,261	30	10	
Hugo Public Library	Hugo	885	30	10	5
Ignacio Library District	Ignacio	3,561	30	10	
Jackson County Public Library	Walden	1,577	30	10	
Jefferson County Public Library	Lakewood	527,056	75	25	55
Julesburg Public Library	Julesburg	1,467	30	10	
Kiowa County Public Library District	Eads	1,622	30	10	30
La Junta/Woodruff	La Junta	7,568	30	10	

Memorial Library					
La Veta Public Library District	La Veta	1,408	30	10	24
Lafayette Public Library	Lafayette	23,197	75	25	
Lake County Public Library	Leadville	7,812	30	10	21
Lamar Public Library	Lamar	13,435	75	25	30
Limon Memorial Library	Limon	2,071	30	10	
Littleton/Bemis Public Library	Littleton	40,340	75	25	82
Longmont Public Library	Longmont	71,093	75	25	36
Louisville Public Library	Louisville	18,937	75	25	28
Loveland Public Library	Loveland	50,608	75	25	61
Lyons Depot Library	Lyons	1,585	30	10	19
Mancos Public Library District	Mancos	2,728	30	10	20
Manitou Springs Public Library	Manitou Springs	4,980	30	10	21
Manzanola School/Public Library	Manzanola	1,085	30	10	30
Meeker Regional Library District	Meeker	3,505	30	10	
Mesa County Public Library District	Grand Junction	116,255	75	25	60
Mineral County School/Regional Public Library	Creede	831	30	10	
Montrose Library District	Montrose	32,698	75	25	
Northern Chaffee County Library District/Buena Vista	Buena Vista	7,079	30	10	
Nucla Public Library	Nucla	734	30	10	
Ordway Public Library	Ordway	1,248	30	10	
Ouray Library District	Ouray	1,294	30	10	12
Park County Public Library	Bailey	14,523	75	25	4
Penrose Library District	Penrose	4,284	30	10	18
Pikes Peak Library District	Colorado Springs	464,189	75	25	56
Pine River Public Library District/Bayfield	Bayfield	5,251	30	10	
Pitkin County Library	Aspen	11,345	75	25	
Pueblo City-County Library District	Pueblo	141,472	75	25	60
Rampart Library District/Woodland Park	Woodland Park	15,335	75	25	
Rangely Regional Library District	Rangely	2,399	30	10	

Red Feather Lakes Community Library	Red Feather Lakes	5,101	30	10	
Ridgway Library District	Ridgway	1,878	30	10	
Rio Grande Library District	Monte Vista	12,413	75	25	66
Rocky Ford Public Library	Rocky Ford	4,286	30	10	29
Saguache County Public Library	Saguache	5,917	30	10	9
San Miguel Library District #1/Telluride	Telluride	4,108	30	10	17
San Miguel Library District #2/Norwood Public Library	Norwood	1,524	30	10	
Security Public Library	Security	47,760	75	25	33
Silverton Public Library	Silverton	531	30	10	
South Chaffee County Regional Library District/Salida	Salida	8,263	30	10	
South Routt Library District	Oak Creek	2,516	30	10	
Southern Teller County School/Public Library District	Cripple Creek	2,992	30	10	30
Spanish Peaks Library District	Walsenburg	6,413	30	10	
Sterling Public Library	Sterling	11,360	75	25	
Stratton Public Library	Stratton	669	30	10	13
Summit County Library	Frisco	23,548	75	25	73
Swink School/Public Library	Swink	1,540	30	10	
Trinidad/Carnegie Public Library	Trinidad	14,614	75	25	24
Upper San Juan Library District	Pagosa Springs	9,204	30	10	29
Vail Public Library	Vail	4,531	30	10	
Weld Library District	Greeley	164,208	75	25	13
Wellington Public Library	Wellington	2,672	30	10	10
West Custer County Library District	Westcliffe	2,960	30	10	11
West Routt Library District/Hayden	Hayden	2,557	30	10	5
Westminster Public Library	Westminster	100,940	75	25	54
Wetmore Community Library	Wetmore	543	30	10	
Windsor-Severance Library District	Windsor	14,261	75	25	17

Wray Public Library	Wray	2,187	30	10
Yuma Public Library	Yuma	3,285	30	10

A Survey of Users of Public Access Internet Computers in Colorado Public Libraries

Please take a minute or two to help us learn how often you utilize public access Internet computers at the library, how the library has helped you to improve your Internet skills, and how use of these computers makes a difference in your life.

1) How many years have you been using the Internet? (Mark one.)

❑ Less than 1 year ❑ 1 - 2 years ❑ 3 - 5 years ❑ More than 5 years

2) Please rank the following locations based on how often you use the Internet at each location: (1 = the location at which you most frequently use the Internet. Enter 0 for a rarely or never used location.)

Home _____ Work _____ School _____ Library _____

Cyber café _____ Laptop/notebook (no specific location) _____

Other—Please specify location: _____

3) Is the availability of computers in the library one of the reasons you visited the library today?

❑ Yes ❑ No

4) Which of the following new technology skills have you acquired via the library? (Mark all that apply.)

❑ Online search strategies ❑ E-mail correspondence

❑ Web development ❑ Word-processing

5) How did you acquire the skills marked in the previous question? (Mark all that apply.)

❑ On your own ❑ with individual staff assistance

❑ Through a library course ❑ other - Please specify:_____

6) How often do you use public Internet computers for Internet access? (Mark one.)

❑ More than once a week ❑ Monthly ❑ Other - Please specify:_____

❑ Weekly ❑ Quarterly

❑ 2 - 3 times per month ❑ Annually

7) As a result of my recent use of the Internet at this library I was able to... (Check all that apply.)

Recreation

- ❑ Surf the Internet for fun.
- ❑ Participate in online chatting.
- ❑ Play interactive games.
- ❑ Listen to music.
- ❑ Stay in touch with someone that otherwise wouldn't be possible.

General Information

- ❑ Surf the web for information on a specific topic.
- ❑ Send and receive personal e-mail.
- ❑ Read and post to newsgroups, bulletin boards, or electronic lists.

Education

- ❑ Look for an educational program.
- ❑ Work on or complete a school assignment.
- ❑ Work on or complete a college level assignment.
- ❑ Participate in a distance learning activity.

Business/Career

- ❑ Look for a job.
- ❑ Increase my income/get a promotion.
- ❑ Complete a certification.
- ❑ Obtain legal documents needed for business purposes.
- ❑ Conduct research for current employer.

Consumer/Personal Finance

- ❑ Purchase or sell a home or rental property.
- ❑ Buy or sell personal items.
- ❑ Find health related information for a friend, a relative, or myself.
- ❑ Improve my or a family member's health.
- ❑ Locate a doctor or dentist.
- ❑ Trade and monitor stocks and investments.

Community

- ❑ Find a service in my community such as child/elder care facility, public transportation, Meals on Wheels, etc.
- ❑ Locate information concerning social programs; such as applying for Medicaid, food stamps, Kids in Need of Dentistry, or section 8 housing.
- ❑ Find volunteer opportunities.
- ❑ Locate community center, church, club, or other community-based organization.
- ❑ Locate information about candidates and issues before voting.

(over)

8) Were you able to locate the information you were seeking online?
❑ Yes ❑ No

9) Were you able to find information on the Internet that was unavailable from traditional library sources? (Example of traditional sources might include: Books, magazines, newspapers, reference books, etc.) ❑ Yes ❑ No

About You *(Mark one in each box.)*	
Age Group:	❑ Under 18 ❑ 18–29 ❑ 30–54 ❑ 55 and older
Education:	❑ Less than high school ❑ High school graduate ❑ Some college ❑ Technical school ❑ Bachelor's degree or higher
Gender:	❑ Male ❑ Female
Number of minor children (under age 18) in your home *(enter number)*: _____	
Income Level:	❑ Under $12,000 ❑ $12,000–17,999 ❑ $18,000–24,999 ❑ $25,000–49,999 ❑ $50,000 or over
Race/Ethnicity:	❑ American Indian/ Alaskan Native ❑ Asian/Pacific Islander ❑ Black ❑ Hispanic ❑ White

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